

UNIT 3

Thrills and Spills!



Look at the picture on this page.
 Why do you think the Unit has
 the title 'Thrills and Spills'?
 Discuss as a class.

Topic

Thrills and Spills

Grammar

Using verbs of emotion + gerund: like, love, hate, can't stand, fancy, mind. Other verbs which are followed by a gerund: avoid, imagine.

Reading Skills

Learning about different registers in reading texts. Using text information to provide an exchange of information. Understanding implied information in a text.

Listening Skills

Listening for language of suggestion and response.

Writing Skills

Letter writing using information from the listening activity.

Vocabulary

Formulaic expressions: Collocations and compound nouns associated with free time activities. Additional vocabulary exercise with the word 'fun'

Strategies:

- I can understand how things work using Laws of Physics
- I can use set phrases to say how I feel
- I can recognise word pairs (collocations)

Lesson 1

AIMS

- To become aware of different text types (formal/ informal)
- To learn the vocabulary of Physics (Newton's Laws)
- To learn how to interact through suggestion and response

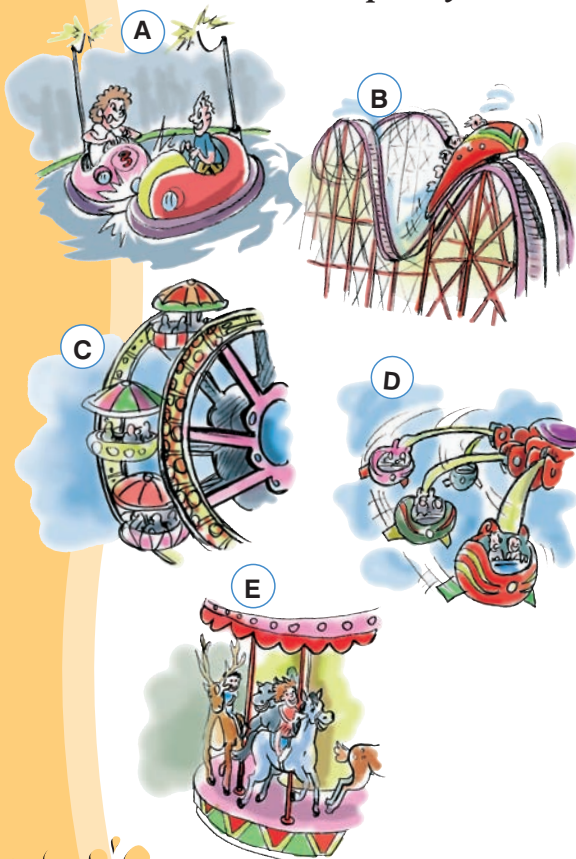
Lead-in

1. Look at the picture on page 25. Is it a scene from a Funny Park, a Theme Ride, a Theme Park or a Fun Park?
2. Look at the picture again and the expressions in the box below. Listen to the expressions and then use them to say what you feel about rides like the one in the picture:

I would be really exciting.	I can't stand going on these things.	It's too scary.
The thrill would be great!	I can't imagine going on one.	I'd be sick.
I love going fast.	I'm scared of heights.	I hate feeling dizzy!
It's great fun.	I wouldn't fancy going on it.	No way!
I wouldn't mind going on one. Oh,	I always avoid going on these rides.	It's really dangerous.

Task 1

1. Alone, look at the five pictures on the left and match them to the rides below. Then compare your answers with your partner.



Type of ride	Scared to death!	Nothing special	Sick	Really excited
Bumper cars				
Cable-car ride				
Carousel (merry-go-round)				
Ferris wheel				
Free falling ride				
Vertical drop				
Virtual reality ride				
Roller coaster that goes upside down				
Roller coaster				
Spinning car ride with many arms				
Spinning ride that tips on its side				
Centrifugal force ride				
Swinging ship ride				

2. Ask your partner if s/he has ever ridden these rides. How did s/he feel? Put a tick ✓ in the right box.

Newton's Laws!

3. Look at your partner's answers. What can you tell about his/her character?

- a) S/he loves danger.
- b) S/he hates being frightened.
- c) S/he doesn't like Theme Parks.

4. Which ride would you never go on? Why? Discuss it with your partner.

Task 2 - Newton's Laws

1. Read the following question. Do you know the answer? Tell your partner. Read the text below quickly to check if you were correct.

"They don't have engines, they don't have brakes so, what makes a roller coaster speed up, slow down, and loop upside down?"

2. Read Newton's 'Laws of Motion'. Which law does not belong to Newton? Which words and ideas give you the answer?

Law 1. Newton's law of motion states that for every force there is an equal and opposite force. These forces are called action forces and reaction forces.

Law 2. Newton's law of motion states that objects at rest tend to stay at rest, and objects that are moving tend to continue moving. This tendency of objects to resist changes in motion is called inertia.

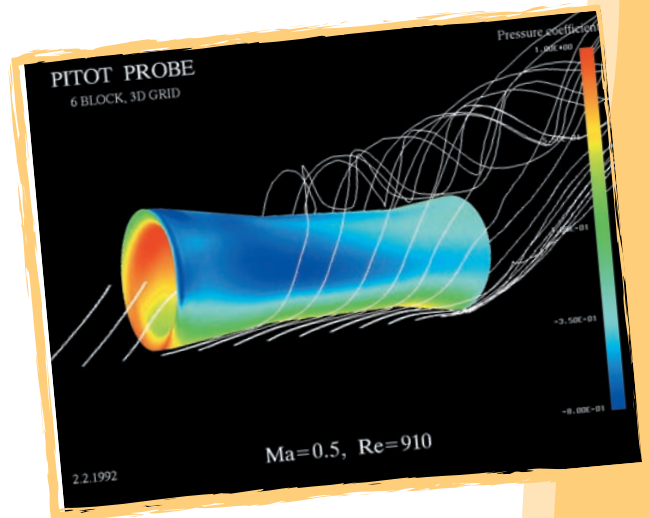
Law 3. Newton's law of motion states that when an unbalanced force is applied to an object the object accelerates. The amount of acceleration depends on the mass of the object and the amount of force applied to it. More force to an object results in greater acceleration. Increases in mass result in less acceleration.

Law 4. Newton's law of motion states that the amount of effort a student makes in lessons affects his or success in school.

3. In pairs, match Newton's Laws of Motion to the more simple way of saying them. Then match the Laws to each drawing.

- a. An object moving in a straight line will keep moving in that direction unless acted on by an outside force.
- b. If an object is moved by a force, it will move in the direction of the force. Also the greater the force, the faster the object moves.
- c. For every action there is an equal and opposite reaction.

4. Draw a simple diagram to show Newton's Laws and ask your partner to tell you which Law matches your drawings. You can find examples in your Physics books.



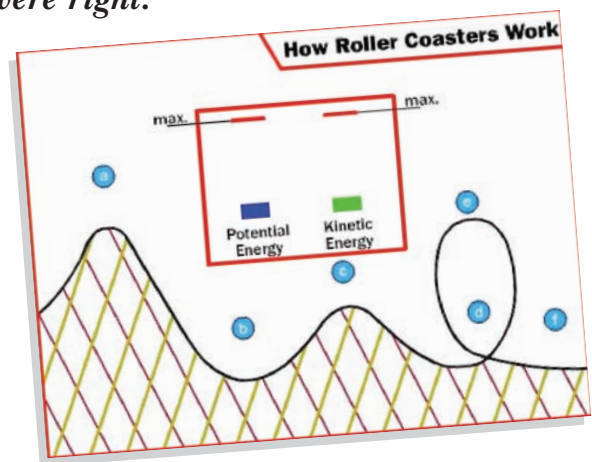
Lesson 1

Task 3 - The roller coaster

1. *In pairs, discuss how Newton's laws are used in the design of roller coasters? Use the Laws to help you and write down two things that make roller coasters move along the track.*
2. *Look at the drawing on the right and in pairs decide at which points a-f the cars have the most kinetic energy and the most potential energy waiting to be used. Tell your friend the reason for your answers.*

Now read the text below to check if you were right.

A roller coaster's energy changes from potential to kinetic energy. At the top of the first hill, there is a maximum potential energy because the train is as high as it gets. As the train starts down the hill, this potential energy becomes kinetic energy and the train speeds up. This happens again and again as the train moves along the track.



<http://science.howstuffworks.com/roller-coaster2.htm>

Task 4 - Vocabulary

Look at the words on the left and match them to a suitable word on the right.

theme	point
roller	bag
human	energy
science	park
paper	fiction
kinetic	being
meeting	coaster
virtual	cars
bumber	reality



Newton's Laws!



Reading

Look at the pictures of the different rides below. Why do young people like these rides?

Which ride do you like best? Why?

Pleasureland

Roller coaster fanatics who are desperate to ride the biggest and best should head down to Southport's Pleasureland Theme park where Britain's tallest and fastest coaster ride has just opened. The Traumatizer ride swings victims throwing five terrifying loops and rolls at speeds of up to 80 km before throwing them upside down and then over again with a G-force of 4.5 on your face. This white-knuckle experience is the closest you'll ever get to being a **fighter pilot**. Just don't eat before you ride!



Sea Life

At Sea Life you learn that an octopus has not only got eight legs but three hearts and a brain the size of a dog's, that a star fish can regrow a leg if one gets damaged. There's plenty for the whole family at Sea Life with a full programme of entertainment and talks. And afterwards, you can relax over a drink or meal in our restaurant before browsing in our special **gift shop**.



Hello Fun Park

The Hello Fun Park is a unique theme park and one of the best in Europe. Whatever your taste, we have it. We offer a great day out for all. Open throughout the year, Hello is the place to visit for a good time offering numerous thrilling rides. Feel the adrenalin flow as you fall 40 metres to the ground; for those with a strong stomach why not try the shock tower? And afterwards, relax in a variety of food places where you can have anything from pizza and burger to ice-cream and waffles. Ten percent discount for groups of seven or more if booked in advance.



Task 1 - Jigsaw reading

Student A, read about the three Theme Parks above. Student B, turn to page 137 and read the sorter version of the texts.

After you read the texts tell your partner about the Theme Parks you read and what rides they have. After that decide with your partner which one sounds **the most scary** or **interesting**. Try to convince him or her why they should go there.

Task 2 - Comprehension

In pairs, answer the following questions about the Theme Parks.

1. In the *Pleasureland* text, why does the writer say "Just don't eat before you ride"?
2. At which place can you learn interesting things about animals?
3. Which place would be good for a school day trip?



Lesson 2

AIMS

- To listen for detail
- To make notes on what people say

1. Read the quiz below and tick the right box. Be honest! Don't cheat!



The student with the most points can think of themselves as very brave.



Who's the bravest student?

Type of ride	TRUE	FALSE	HALF-TRUE
1. The Big Dipper! A piece of cake!			
2. I am scared stiff of heights.			
3. The reality ride? No bother!			
4. The vertical drop? Kids stuff!			
5. Heights frighten me to death.			
6. Alone on a ride? You must be joking!			
7. My bravery! It's all put on!			
8. Heights don't bother me.			
9. Me, bungee jumping? Not in a million years!			
10. Fear? Yes, I get a kick out it!			

Score

3 points for **TRUE**
 2 points for **HALF-TRUE**
 1 point for **FALSE**

25-30: **Tarzan!**
 17-24: **Quite brave!**
 10-16: **Chicken!**

2. Now, find someone who

	likes	dislikes	is afraid of	gets sick on
the Free Fall				
the Roller Coaster				
the Virtual Reality ride				
the Water Slide				
the Spinning Car				
the Vertical Drop				
the Bumper Cars				

Report to class which is the most popular or least popular ride.

The bravest student!



Vocabulary

- In pairs decide which word on the right column collocates with the words on the left column.
- In pairs, skim through the six texts on the different rides in Lesson 1 and find phrases which mean the following:

One of the	...	forever.
Booked in	...	go!
The whole	...	out!
At speeds of up to	...	family.
Head down to	...	advance.
A great day	...	80 kmph.
Over you	...	best!
What seems to be	...	Pleasureland.

- what is going to happen _____
- be part of _____
- something that shows you _____
- plenty for _____
- something scary _____
- every day of the year _____

- Use a word or phrase from BOX A and one word from BOX B to form expressions from the texts in LESSON 1.

- A**
- key
 - treasure
 - computer
 - baby
 - protective
 - tagging
 - 3-d
 - fighter
 - gift
 - food
 - ten per-cent

- B**
- discount
 - pads
 - feature
 - places
 - hunt
 - shop
 - brother
 - clothing
 - glasses
 - game
 - pilot



Grammar

- Read the following dialogue with your partner. Then underline the ending of the verbs after the expressions in bold.

What do you notice about the verb endings? Can you make a rule about these expressions?

Compare your answer with your partner. Does s/he agree or disagree? Why?

A: I **absolutely hate** going on the Big Wheel.
B: Why? When I go, I **can't help** laughing all the time.
A: It scares me to death, that's why.
B: Really? I quite enjoy going on all the rides.
A: You're not well!
B: What about the Vertical Drop?
A: That? I **avoid** going on that like the plague.
B: How about trying something less dramatic?
A: No. I **don't fancy** paying to become sick.
B: Isn't there anything you like doing?
A: Actually, I **don't mind** going on the bumper cars, but that's about all.
B: There, you see! There is something you like, after all.

- Complete the rule:

When we use verbs like **hate, avoid, fancy, mind, try**, the next verb ends in _____.

In pairs, try to find 2 more words that follow this rule.

Lesson 2



Listening & Speaking



Task 1 - Making suggestions and responding

In pairs look at the map of the fun fair and practice making and responding to suggestions. Use the expressions in the boxes.

SUGGESTIONS

- How about going on the...?
- Let's try the...
- Shall we have a go on the...?
- What do you fancy going on...?
- Do you feel like giving the... a go?
- Why don't we check out the...?

RESPONSES

- Sure, why not!
- Yes, okay, let's try that.
- I don't fancy that.
- Hm... Alright then!
- I'm not really sure about that.
- No! I'm not into that ride.
- Yes, that's a good idea.
- That might be good.



Task 2 - Role-play

You are at a fun fair. You have €40 to spend.

Find out prices of rides, food, drinks, souvenirs and decide what things to do during the day.

STUDENT A is a customer.

STUDENT B is a Theme Park employee.

Task 3 - Listening and writing

Imagine that your friend has asked you to get him or her some information about the funfair. Read their note to you.

Now phone 'Have Fun Park' and listen to the recorded message. As you listen, make notes for your friend and complete the chart below.

Dear Marios,
I was wondering if you could ring 'Have Fun Park' to get me some information about the opening times, how much different rides cost, and if there is any discount for my two children who are under 12. I would also like to know if there is anywhere to eat when we are there.
Many thanks,
Emilia.

Opening times	New Rides	Prices	Special offers	Type of Food/drink

Use the notes to write an e-mail to your friend to tell him/her what you learned about the funfair.

The bravest student!

Task 4 - The rides

1. Listen to the recorded message and choose the best answer to these questions:

1. What can you do first?
 - a. The Roller Coaster
 - b. The Wheelers
 - c. The Big Wheel
2. It is a good idea to arrive early at weekends because
 - a. many people come.
 - b. the food is good.
 - c. there are many heavy people.
3. Why should you not play around on the rides?
 - a. It is exciting
 - b. It is dangerous
 - c. You pay more
4. What is the advice given for people with young children?
 - a. Let them go alone
 - b. Tell them about safety
 - c. Stay with them always

Task 5 - Speaking (planning and negotiating)

Planning a visit to an amusement park: Work in groups of four. Imagine that you are planning a day trip for your class to an amusement park. Think about some of the tasks that need to be done to prepare for the trip, and who would be responsible for each task: an ideas person, a coordinator, or a team worker. Consider these questions:

- Where are you going to go?
- How are you going to get there?
- What information do you need to know?
- What advice must you give to the group?
- How much money should each student take?



When you are ready, report your ideas to another group. Each person describes one or more tasks, and explains why it should be done by the ideas person, the coordinator or the team worker.



Writing - Letter writing

We'll go to the fun-fare!

A friend is coming to spend an exciting weekend with you! Write a letter to him/her to suggest what to do. Describe where you plan to go and what you can do there. Say why you think your friend will enjoy it. Write about 100 words.

Plan your writing:

- Tell your friend how happy you are he/she is coming.
- Write about the place to go. Who else will go with you?
- Write about two or three rides or things your friend will enjoy.
- Write the reasons why your friend will like/enjoy those rides.
- Close your letter by writing that you are 'looking forward to spending the weekend together'



Lesson 3

Amusement Park

Project work - Create a Theme Park

1. Look at picture A. What do you think is the theme of the park? Is it a good or bad theme? Why? Discuss with your partner.
2. Now look at picture B. What does it show? Do you like the way the park is arranged? Why? Why not?



3. In groups of four, design the new theme park.

Student A is the planner for the whole park and decides where to put each ride and food places.
Students B and C are responsible for deciding on new rides.
Student D is responsible for the prices of everything.

As a group, decide on a name; decide on the rides to include; decide on where your park will be. Decide on the rides; draw sketches of new rides and decide with your group if they are suitable.

4. Present your theme park to the class. The students will vote which park is the most interesting and the most exciting of all.



Self-evaluation

Activity A

Complete the following sentences with a word from those given underneath.

1. Newton's first Law that for every force, there is an equal and opposite force.
 - a) tells
 - b) makes
 - c) states
 - d) informs
2. The amount of depends on the mass of the object.
 - a) acceleration
 - b) quickness
 - c) speed
 - d) fastness
3. More to an object results in greater acceleration.
 - a) power
 - b) force
 - c) strength
 - d) speed
4. Objects at rest tend to stay at
 - a) place
 - b) once
 - c) home
 - d) rest
5. On a roller coaster, the energy changes between potential and
 - a) energetic
 - b) active
 - c) kinetic
 - d) friction
6. At the top of each roller coaster hill there is potential energy.
 - a) little
 - b) some
 - c) no
 - d) maximum

___/3 points

Activity B - Collocations

Match the two halves of the phrases.

Head	in advance
Upside	family
the whole	for all
Over	time
One	a drink
a day out	down to
a good	down
Book	of the best

___/4 points



Activity C - Compound nouns

Use compound nouns from page 28 of the STUDENT'S BOOK to complete the following sentences:

1. The are really great fun and I enjoy crashing into the others.
2. In some Theme parks, the theme is based on fantasy and
3. I can't stand the rides where you feel you are somewhere else.
4. If you get lost in a Theme park, there is always a for people to come to find you.
5. Without a roller coaster cannot move.

___/5 points



Self-evaluation

Activity D - Expressions

Change the first verb in the second half of each sentence so that it is the correct grammatical form.

1. I absolutely hate (go) on the Vertical Drop
2. I can't help (laugh) when people scream out.
3. I would fancy (try) the Big Dipper.
4. My sister always avoids (come) with us to the Fair.
5. I can't imagine (see) my mother at a Theme Park.
6. Joanna hates (feel) dizzy.

___/3 points

Activity E - Making suggestions and responding

Match the sentences with responses from page 32 of the STUDENT'S BOOK to make short dialogues:

1. How about going on the Big Wheel?
2. Do you feel like giving the Bumper cars a go?
3. Shall we have a go on the Roller Coaster?
4. Do you fancy going on the Ghost Train?
5. Let's try the Vertical drop.....

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read formal and informal texts and understand the differences in style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read a text on physics in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to recorded messages and make notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can use spoken forms to express my emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can use, make and respond to suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter to a friend suggesting things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

